

Publisher:

Program Title:

Components:

Language:

**California State Board of Education
2003 Foreign Language Primary Adoption
LANGUAGE LEARNING CONTINUUM**

STAGE I

Grade Level:

CLASSICAL LANGUAGES

		PUBLISHER EXEMPLARS			FOR IMAP USE ONLY		
Continuum Category	Continuum Text	Introduced	Practiced	Taught to Mastery	Meets Criterion		Evaluator Notes
Function					Y	N	
	<ul style="list-style-type: none">Students greet and respond to greetings.						
	<ul style="list-style-type: none">Students introduce and respond to introductions.						
	<ul style="list-style-type: none">Students begin to understand and use simple classroom phrases, questions and requests.						
Context	<ul style="list-style-type: none">Students reply to oral questions, relying heavily on practiced phrases or content taken from written passages in the text.						
	<ul style="list-style-type: none">Students listen to audio texts or the teacher, and respond in English or the target language using patterns modeled by the teacher.						
	<ul style="list-style-type: none">Students use authentic materials, simple narratives or descriptive sentences, when reading.						
	<ul style="list-style-type: none">Students illustrate reading comprehension by translating, paraphrasing, or responding to questions.						

		PUBLISHER EXEMPLARS			FOR IMAP USE ONLY		
Continuum Category	Continuum Text	Introduced	Practiced	Taught to Mastery	Meets Criterion		Evaluator Notes
					Y	N	
	<ul style="list-style-type: none"> Students begin to write in the target language by composing notes, lists, poems, postcards, short letters or paragraphs, etc. 						
Text Type	<ul style="list-style-type: none"> Students use and understand inflections (endings) for nouns and verbs. 						
	<ul style="list-style-type: none"> Students recognize how nouns, verbs, and phrases form sentence patterns. 						
	<ul style="list-style-type: none"> Students use short sentences, learned words and phrases, and simple questions and commands when speaking and/or writing. 						
	<ul style="list-style-type: none"> Students understand some ideas and familiar details presented in clear, uncomplicated sentences when reading and/or listening. 						
	<ul style="list-style-type: none"> Students read and understand short texts or narratives, enhanced by visual cues or vocabulary glosses. 						
Content							
	<ul style="list-style-type: none"> Students understand and convey information on cultural topics, such as daily life of ancient times, cultural and historical figures, and the relationship of the target culture to their culture. 						
	<ul style="list-style-type: none"> Students begin to understand the history and derivation of words, prefixes, and suffixes in English and their relation to words in the target language. 						

The template for **Accuracy** is organized differently than other parts of the **Language Learning Continuum Form**. The **Accuracy** portion of the continuum form is student assessment. Publishers are asked to indicate, through exemplars, where in the program teachers would find culminating activities where students demonstrate each of the items indicated under the Continuum Text.

Please note: The shaded area of the format is reserved for use by Instructional Materials Advisory Panelists. Publishers fill in the Exemplar column only.

		PUBLISHER EXEMPLARS	FOR IMAP USE ONLY		
			Meets Criterion		
Continuum Category	Continuum Text		Y	N	Evaluator Notes
Accuracy*					
	<ul style="list-style-type: none"> Students communicate effectively with some hesitation and errors, which do not hinder comprehension. 				
	<ul style="list-style-type: none"> Students demonstrate culturally acceptable behavior for Stage 1 functions. 				
	<ul style="list-style-type: none"> Students understand most important information 				

* The purpose of this category is to assess student progress along the Language Learning Continuum.
Stage I

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STAGE II

Grade Level:

CLASSICAL LANGUAGES

		PUBLISHER EXEMPLARS			FOR IMAP USE ONLY		
Continuum Category	Continuum Text	Introduced	Practiced	Taught to Mastery	Meets Criterion		Evaluator Notes
					Y	N	
Function							
	<ul style="list-style-type: none">Students make and respond to requests.						
	<ul style="list-style-type: none">Students understand and learn how to express important ideas with some detail.						
Context							
	<ul style="list-style-type: none">Students reply to oral questions expressing more complex thoughts and ideas, relying less on practiced phrases or content taken from written passages in the text.						
	<ul style="list-style-type: none">Students listen to audio texts and the teacher and respond in English or the target language using patterns modeled by the teacher.						
	<ul style="list-style-type: none">Students illustrate reading comprehension by translating, paraphrasing, or responding to short passages.						

		PUBLISHER EXEMPLARS			FOR IMAP USE ONLY		
Continuum Category	Continuum Text	Introduced	Practiced	Taught to Mastery	Meets Criterion		Evaluator Notes
					Y	N	
	<ul style="list-style-type: none"> Students use authentic materials, such as short narratives, or adapted texts, when reading. 						
	<ul style="list-style-type: none"> Students understand important ideas and some details in highly contextualized and authentic texts when reading. 						
	<ul style="list-style-type: none"> Students express more complex ideas in written work. 						
Text Type							
	<ul style="list-style-type: none"> Students readily understand common inflections when reading and begin to utilize inflections when writing and/or speaking. 						
	<ul style="list-style-type: none"> Students understand more complex sentence patterns. 						
	<ul style="list-style-type: none"> Students use sentences to form short paragraphs. 						
	<ul style="list-style-type: none"> Students understand ideas and familiar details when presented in more complex sentence patterns and structures. 						
	<ul style="list-style-type: none"> Students use strings of related sentences when speaking and/or writing. Students create simple paragraphs when writing. 						
Content							
	<ul style="list-style-type: none"> Students understand and convey more complex information on cultural topics such as the daily life of ancient times, religion, government, history, cultural landmarks, and geography. 						
	<ul style="list-style-type: none"> Students convey information about the history and derivation of word prefixes and suffixes in English and their relation to words in the target language and use this to systematically expand their English vocabulary. 						

The template for Accuracy is organized differently than other parts of the **Language Learning Continuum Form**. The **Accuracy** portion of the continuum form is student assessment. Publishers are asked to indicate, through exemplars, where in the program teachers would find culminating activities where students demonstrate each of the items indicated under the Continuum Text.

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		Publisher Exemplars	FOR IMAP USE ONLY		
Continuum Category	Continuum Text		Meets Criterion Y	N	Evaluator Notes
Accuracy*					
	<ul style="list-style-type: none"> Students demonstrate increasing fluency and control of vocabulary. 				
	<ul style="list-style-type: none"> Students show no significant pattern of error when performing Stage I functions. 				
	<ul style="list-style-type: none"> Students communicate effectively with some pattern of error, which may interfere slightly with full comprehension when performing Stage II functions. 				
	<ul style="list-style-type: none"> Students understand oral and written discourse, with few errors in comprehension when reading and demonstrate culturally appropriate behavior for Stage II functions. 				

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STAGE III

Grade Level:

CLASSICAL LANGUAGES

		PUBLISHER EXEMPLARS			FOR IMAP USE ONLY		
Continuum Category	Continuum Text	Introduced	Practiced	Taught to Mastery	Meets Criterion		Evaluator Notes
					Y	N	
Function							
	<ul style="list-style-type: none">Students ask for clarification.						
	<ul style="list-style-type: none">Students express important ideas with more detail.						
Context							
	<ul style="list-style-type: none">Students reply to oral questions, expressing more complex thoughts and ideas, relying less on practiced phrases or content taken from written passages in the text.						
	<ul style="list-style-type: none">Students listen to audio texts and the teacher and respond in English or the target language using patterns modeled by the teacher.						
	<ul style="list-style-type: none">Students illustrate reading comprehension by translating, paraphrasing, or responding to complex questions.						

		PUBLISHER EXEMPLARS			FOR IMAP USE ONLY		
Continuum Category	Continuum Text	Introduced	Practiced	Taught to Mastery	Meets Criterion		Evaluator Notes
					Y	N	
	<ul style="list-style-type: none"> Students begin reading more challenging authentic literature. 						
	<ul style="list-style-type: none"> Students comprehend higher level literary devices and forms of expressing. 						
	<ul style="list-style-type: none"> Students understand and use narration when speaking, reading, listening, and writing, using present, past and future tenses. 						
	<ul style="list-style-type: none"> Students express more complex ideas in written work. 						
Text Type							
	<ul style="list-style-type: none"> Students use common inflections accurately and begin to develop an understanding of inflections in more complex expressions. 						
	<ul style="list-style-type: none"> Students use and understand learned expressions, compose simple paragraphs, questions, and polite commands when speaking and/or writing. 						
	<ul style="list-style-type: none"> Students understand ideas and details in complex sentence patterns involving such things as indirect reporting, conditionals, and subjunctive clauses. 						
	<ul style="list-style-type: none"> Students acquire knowledge and new information from comprehensive, authentic texts when reading. 						
Content							
	<ul style="list-style-type: none"> Students understand and convey information about cultural and social topics such as history, art, literature, music, and civilization with an emphasis on significant people and events in these areas. 						

		PUBLISHER EXEMPLARS			FOR IMAP USE ONLY		
Continuum Category	Continuum Text	Introduced	Practiced	Taught to Mastery	Meets Criterion		Evaluator Notes
					Y	N	
	<ul style="list-style-type: none">Students convey and expand their knowledge of the history and derivation of words, prefixes, and suffixes to expand their vocabulary skills in both English and/or the target language.						

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Continuum Category	Continuum Text		Meets Criterion		Evaluator Notes
Accuracy*			Y	N	
	<ul style="list-style-type: none"> Students tend to become less accurate as the task or message becomes more complex, and some patterns of error may interfere with meaning. 				
	<ul style="list-style-type: none"> Students generally choose appropriate vocabulary for familiar topics, but as the complexity of the message increases, there is evidence of hesitation and groping for words, as well as patterns of mispronunciation and intonation. 				
	<ul style="list-style-type: none"> Students generally use culturally appropriate behavior in social situations. 				
	<ul style="list-style-type: none"> Students are able to understand and retain most key ideas and some supporting detail when reading and listening. 				

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